
DIFFERENTIATED ACCOUNTABILITY: FRAMING REMARKS

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PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

An SEA must develop a new system of recognition, accountability, and support for all LEAs and all Title I schools that provides incentives and supports for continuous improvement based on:

- New performance targets (AMOs) for statewide assessments in reading/language arts and mathematics
- Graduation rates
- School performance and progress over time
- Other measures that are comparable across schools

An SEAs performance goals must be similarly ambitious to those set under NCLB.

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New systems must include some key components:

- **Reward schools:** Provide incentives and recognition for high-progress and highest-performing Title I schools
- **Priority schools:** Identify lowest-performing schools and implement interventions aligned with turnaround principles
- **Focus schools:** Close achievement gaps by identifying and implementing interventions in Title I schools with the greatest achievement gaps, lowest-performing subgroups, or low graduation rates

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State systems must include components outlined in ESEA Flexibility documents, but framework allows room for innovation by allowing more flexible approach to:

- Defining performance targets (AMOs)
- Selecting information to be considered in determining interventions and school improvement plans
- Determining methodology for identifying Priority and Focus schools
- Determining interventions, including interventions in Priority and Focus schools

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Goals:

- Allow States to build systems based on their local context
- Maintain focus on best measures of student performance we have – assessment scores, graduation rates
- Allow interventions and supports to be designed based on a broader set of data related to student and school success
- Continue to drive interventions based not only on overall student performance but on disaggregated data

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Key Questions:

- How should the core components in the flexibility package be incorporated into the State's vision for their comprehensive system of recognition, accountability, and supports?
- How can States refine their systems for measuring school performance so a more comprehensive view of school performance is used while retaining a focus on proficiency in reading/language arts and mathematics and graduation rates?
- How can States work with LEAs to build capacity at the State and local level for continuous improvement in all schools and especially priority and focus schools?